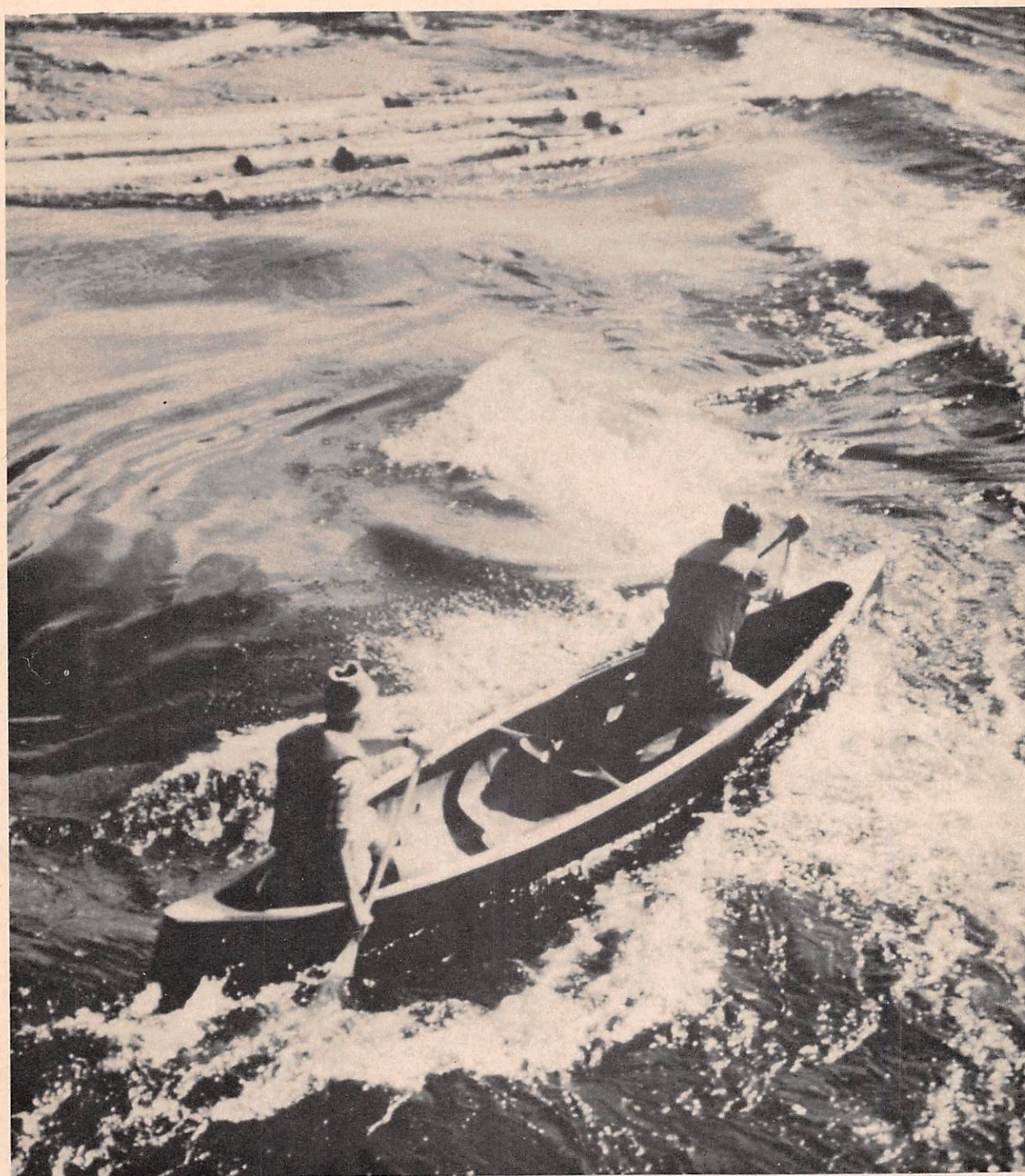


CANADIAN CAMPING

OFFICIAL PUBLICATION OFFICIELLE

THE CANADIAN CAMPING ASSOCIATION

L'ASSOCIATION DES CAMPS DU CANADA



Spring Issue — 1971 — Edition du Printemps

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OTTAWA CANOE INSTRUCTOR'S SCHOOL

Coverture

Planning a Purposeful Canoeing Clinic

by Paul Chamberlain, *Chairman*
Watercraft Committee

For the past three years, the Ontario Camping Association has been fortunate enough to receive funds in the annual physical fitness grants from the Department of Education which could be directed to the running of outdoor clinics in canoeing for camp counsellors. Running alongside the Ottawa-based Canoeing Instructors' Course, the "clinics" have endeavoured to improve the level of skill and leadership in camp canoeing programmes available from year to year. To distinguish the clinic from the Ottawa based programme it should be pointed out that the clinics offer no awards whereas the Instructor course results in the attainment of the Instructor and Assistant Instructor standard. Consequently, the Instructor course is a much more comprehensive programme covering a full week in time conducted on the national level. On the other hand the canoe clinic is a provincial effort which lasts two or three days. In a sense then, the Instructor school attempts to serve camp canoeing programmes through in depth training of qualified personnel while the canoe clinic attempts to serve the Ontario Camping Association through the media of canoeing. I will proceed now, using the 1970 clinic as a model of sorts, to clarify various aspects of handling a clinic which are crucial to its success.

Setting Goals

To start with, anyone planning such a clinic must be responding to the need for such training in the province's camps. Obviously, if there is no need, the clinic will fail. From this baseline the first step is the establishment of goals for the clinic. For our clinics in Ontario the goals are delineated as follows:

- 1) To improve the skill level in canoeing among counsellors of Ontario camps.
- 2) To provide a wide range of information, suggestion, advice, and experience to canoeing personnel in a short space of time.

- 3) To spread an appreciation for canoeing as an art and sport that can be passed onto campers.
- 4) To bring into contact in a relaxed, natural setting counsellors of different camps.

Organization

Keeping these goals in mind then, one may commence in setting up the proposed clinic. The first consideration is financing. In this regard a budget should be set up which will account for the cost of housing, meals, facilities, staff reimbursement, transportation, advertising and mailing, and any other needs. Once these items are tallied, the value of any discounts and/or subsidies can be subtracted to calculate the funds required to make the clinic pay for itself. In the past, we have conducted a campcraft or canoe tripping clinic along with the canoeing so as to attract enough people to make the cost per person less. We suggest a minimum enrollment of fifty. With sixty-four counsellors in attendance at the last two clinics (canoeing, tripping combined) we have managed a small profit. Last summer we charged staff from O.C.A. camps \$17 for the clinic plus a \$6 return bus fee where applicable. In planning transportation it is important that one checks what modes of travel the Association's insurance policies cover.

Facilities

For \$17 per person last summer we ran our clinic from the Friday afternoon to the Sunday afternoon. This necessitated two dinners, two breakfasts, and two lunches for seventy-two people (including staff), and housing for thirty-three men, and thirty-one women plus staff. It required the availability of at least forty canoes, numerous extra paddles, sufficient space indoors for the running of two sessions co-incidentally and waterfront space adequate to hold several small groups working separately. The location and accessibility of the camp is also of prime concern.

Staffing the Clinic

The other requisite for a successful clinic is the staff. In our first clinic three years ago, two leaders worked with thirty canoeists. Last summer for the canoeing and tripping combined we had seven staff and arranged the programmes so that they were out of phase, (when one required a high concentration of leaders the other could do with a low concentration). As a result, up to five persons worked with twenty-eight canoeists at certain times and this was most effective. Essentially, our staff worked on a voluntary basis although each was reimbursed for transportation costs and provided with a small honourarium as well. It is important when choosing staff that as many qualified persons as possible be used and that they represent as wide a range in experience and camping background as possible. Beyond this it is crucial that the director of the clinic gets to know his staff and makes them fully aware of the plans for the clinic, their role in it, and the nature of the group enrolling. Hopefully too, the staff will play a significant part in the planning of the clinic; for, a good staff, working well together, is perhaps the clinic's best insurance for success.

Programme

The programme must reflect the needs of the counsellors. It should be partly a refresher course, and partly an opportunity for physical and mental preparation for the coming summer. However, it should also offer theory sessions in teaching and programming, and a chance for the individual to work on and gain help in all aspects of his job as it will relate to canoeing. The planning of the programme should be such that a maximum of every aspect is available for those enrolled while it remains flexible enough that a shift of emphasis can be made on short notice. Perhaps the most important point is that the responsibility of leadership should be spread out among the staff enough that the clinic director is



Photo — Kirk Wipper

not burdened to the point that he loses sight of the progress of the clinic over-all. Above all, everyone should be in a canoe and exposed to enthusiasm for canoeing to a maximum degree.

Publicity

Advertising is also significant. Mention of the clinic in a bulletin or newsletter should be made by March, and an official one page publication should go out in late April or early May. This page must be a brief but forceful testament to the capability of the staff, the suitability of the programme, and it should project an assured optimism for great success. Catch phrases and a short list of plans always help. Follow up is also necessary. Later reminders are a must and personal letters to camps that have supported

previous clinics usually help increase enrollment. Especially you should try to strike a median between obscurity and high pressure selling.

Normally, if all planning phases are properly carried out the clinic's success will be well assured. Nevertheless, one should be prepared to adjust his plans according to inclement weather, last minute staff sickness, or oddities in the range of abilities of the counsellors. For this last point, it is necessary that all publicity for the clinic be clear in stating the aims of the clinic and the desired ability levels of those attending. (This should not be demanding). The key to success, then, is flexibility.

Evaluation

Finally, we come to the evalua-

tion of the clinic. This is not something to be minimized; for, the basis of your clinic of 1971 hinges upon a meaningful evaluation of the clinic of 1970. The counsellors attending should have the opportunity of evaluating the clinic session by session, and the staff and yourself should do the same. Every aspect of the clinic, then, must be looked at from every point of view. If this is done properly, many changes will be made from year to year. Only in this way can you accurately assess where the needs of the camps lie. Thus, planning, execution, and evaluation of the clinic forms a cycle, and one clinic flows in a pattern towards the next. As long as all the parts measure up and relate to the initial needs of the camps, it is important to perpetuate the cycle.

MUSKOKA CANOE IN JAPAN?

Do you remember seeing a bit of homeland, a genuine Canadian canvas-covered canoe in the Ontario Pavilion when you visited Osaka last year? That sleek green sixteen-foot-er was made, would you believe, in the heart of our camping country, by the Treadwells and their staff at the Langford Canoe Company.

There's more to the story, though. While the canoe was commissioned for Japan to be used for demonstration purposes and rides at the Ontario Pavilion, Mr. Treadwell had previously donated it to the Muskoka Division of the Boy Scouts for use after its stint at Expo. In the

meantime, however, the Muskoka Division decided to donate it, in turn, to the Boy Scouts of Japan, and as far as we know, there the canoe remains.

A MAN OF REASON

"If you would cultivate the intelligence of your pupil, cultivate the power that it is to govern. Give his body continual exercise; make him robust and sound in order to make him wise and reasonable; let him work and move about, and run, and shout, and be continually in motion; let him be a man of vigour and he will soon be such by force of reason." — Rousseau

"Si c'était vrai"

OU

"Paix mes agneaux"

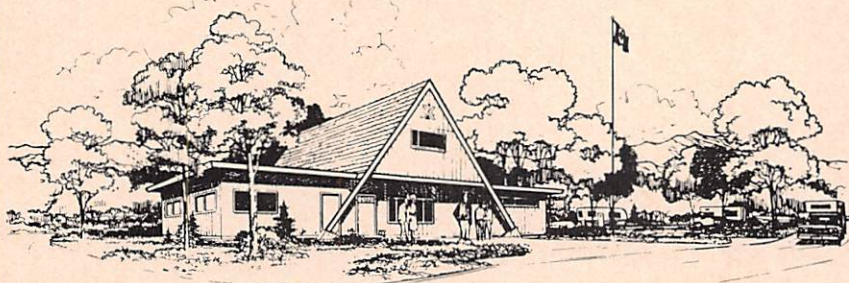
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On fonde un camp sans se préparer sérieusement

Vite on se lance à l'aventure en apprenti-berger

sans savoir où l'on va
où l'on mènera le troupeau à paître.

Nulle part ailleurs, qu'en éducation, On ne s'embarque ainsi

sur une navire fantomatique en y faisant monter une cargaison

humaine, . . . des enfants, par une mer houleuse et inconnue

sans but ni boussole.

Le visionnaire fondateur

imbu de rêves éthérés conçoit de vagues projets mythiques

"sentimentiques et poétaux" au service de cette chère enfance qui amènera

de l'eau au moulin or et argent qui feront du bien aux innocents qu'on attire, . . .

Pour l'Oeuvre à toujours entreprendre

au service . . . des rêves

éthérés.

Sur l'océan de la crédulité, au fils des courants populaires,

d'autres navires en partance foncent dans la brume fuyante — parents et spectateurs sur

le quai — emportant des têtes d'enfants candides!

Comment un camp peut-il se fonder de nos jours . . .

Pour que son départ soit modeste, mais respectueux des essentiels

qu'il faut aux petits campeurs, et qu'il progresse, lentement, prudemment,

en valeur matérielle et qualitative?

"The Most Valuable Aspect of My Camp"



by Charles Cook, Camp Sharbot

A camp should offer the widest variety of activities and it should be small. Children, especially boys, jerk through life from enthusiasm to enthusiasm and to commit them for six or eight weeks to a limited activity on the basis of one of these bursts is a mistake. Let them flit from flower to flower and, when they eventually settle, they will at least know what the whole garden looks like. All education, including outdoor education, should be built on a broad base and specialization, if it comes at all, should occur at the apex later in life.

If everything is offered, the special, transitory interest can be accommodated. During a free activity time a child can show his devotion to the horses, or the trampline, or the kayak, as often as he wants. But the key lies in the availability of other choices when his enthusiasm begins to wane.

How do you measure the impact of camp on a child? I suggest you watch his face as he lands a 2-lb. bass; listen to his yells of delight as his tribe wins a tug-o-war; follow him to Snake Island where he sets up camp for an overnight under the stars; watch him thrill to the discovery of fresh deer tracks; or stand outside his tent after sunset and hear the conversation of the boys who live in harmony. These are some of the things that will remain with a child for life. You can't measure them, but they are real and they are general.

All these things are valuable aspects of my camp. Which one is the most valuable will depend on the time, the boy, the mood, and what lives in his memory afterward.

This is the age of the specialist and the summer camps are catering to the trend in ever increasing numbers. We have music camps, riding camps, French camps, drama camps, hockey camps, and, if we don't take a stand soon, we shall have sex-education camps—mixed, of course.

I think we have gone too far already. As the concrete spreads across southern Ontario, the need for summer camps to offer an all-round outdoor experience increases, not decreases. I believe that a child should go to camp for the following

reasons: If he is city born, he should be allowed to breathe the sparkling, fresh air; listen to insects buzz on a hot summer night; feel rain upon his face; touch the skin of a frog; and smell the pine needles as he turns in his tent. He should know comradeship and experience the give and take among a compatible group, together twenty-four hours a day. He should feel the physical thrill of matching his own strength against the pull of a canoe, the pressure of a bow, or the will of a horse. Most important, he should try his hand at everything before specializing in anything.

"Live Well—And Please Live Free"

(The following is part of a Chapel service led by 22-year-old Rob McKinnon of Guelph, Ontario . . . a Counsellor at a Boy's Camp (Camp Kilcoo). It is of course, a personal message directed to his own eight campers, and is one given with sincerity and feeling. Perhaps though it also has meaning to other young Campers and Staff who are able to experience the thrill of 'knowing' one another —and of being Free!)

In my life I have seen you . . . and you in turn have seen me! We have all touched and heard and tasted. And yet there is so much more! There are feelings to share, people to know, emotions to express and understanding to be learned. We live in a world to-day stranded . . . no, not so much stranded, but perhaps alone. A world sad and yet sometimes happy . . . peaceful and yet sometimes riddled by war . . . loving and yet so sadly filled with hatred. A world filled with challenges and many disappointments. We are faced every day with learning — we learn to laugh, to breathe, to love, to smile and to live. We are born to die! There is so much for us to do, and see and feel and touch. Not tomorrow, or next week, or next year — but to-day.

Yesterday I saw a friend, I touched his mind, I felt his feelings. Yesterday I tasted a whistling breeze. I saw a bird and heard it chirp. I was happy and I was free. I could run and skip and cry and laugh. I could be free. Free to do all those small things that mean so much to me. This summer I have learned so much. I've become more aware of my surroundings, of people and of life. We are all so young . . . so innocent and naive about life and our futures. We're so very young. Are we free?

All of us are born with total physical freedom. We can kiss anybody

we want to, and we can kill anybody we want to. We have the freedom to go anywhere in the world . . . to expand our horizons . . . to find our own Shangri-La.

As youngsters we wet our pants, we throw food and we cry at the most inappropriate times. And then . . . we get spanked. This is the first real infringement on our freedom. And as the years pass we discover only too quickly that we can't kiss anybody we want . . . and we can't kill anybody we want . . . There are walls and boundaries controlling our freedom. The laws of our Land, our politics govern much of our time. Religion controls a lot of our energy. Education rules our thoughts. And Society dictates so many of our emotions and feelings. And there we are . . . so very much alive . . . with all these walls around us. Politics. Religion. Society.

This Society has taught me . . . don't tell someone you love them until it's too late . . . don't smile on the street . . . don't be warm and feeling (That's not masculine) . . . don't cry (That's feminine). I want to be free . . . but I wonder if Society is free? If it isn't, then how can I be free? And when I think like this, I get uptight. I get scared because I think of politics, religion, happiness, drugs, love, sadness, people, crying, time and freedom. And I wonder where I am. And then, thank God, I grow up a little . . . because a couple of things tie into the puzzle . . . and everything fits together. I talk and think how very lucky I am to be alive — to be able to think all these things . . . perhaps not to conquer them all, but to dream. And I realize at that moment that I am free. I'm free to dream; to think of the wildest things and even do some of them.

I can't do everything that I want to because my boundaries are there, and yet I'm happy because I know where my walls are, and I can live

comfortably within them. For if I haven't those walls and those boundaries . . . and if I haven't those guidelines, then my freedom becomes meaningless. If I'm content within those walls (and as I grow older and more responsible, the boundaries expand with me), then I'm free. If I'm not content, and if I feel like a prisoner, then I have to learn to push back a wall or break it down . . . farther and farther it goes until at that point in happiness — I'm free! And there's my freedom. And yours!

If you're content . . . and if you're happy . . . you are free . If not, expand the wall . . . make it more distant. Find the right place for your walls and happiness and freedom will hold hands with you.

At Camp, I've held hands with a young boy. I've walked arm and arm with a friend. I've understood emotions. I've understood thoughts and so many of those good way-down-deep loving feelings. I've seen sadness, laughter, smiles and pensive stares. I've heard love and singing . . . and silence. I've felt spirit and I've felt freedom. We have an opportunity at Camp — not a right — to live and to grow. We have walls here too (and we need them) and yet everyone's walls are different and we all live together. Perhaps this is freedom!

Freedom is getting up at 2 a.m. to watch a lightning storm.

Freedom is walking around Camp on night patrol and seeing a full moon so bright and yet so far away.

Freedom is living with other people and being happy.

Freedom is the privilege of saying "No".

Freedom is leaving the past and leading a new life in Europe for a year.

Freedom is letting your hair grow long.

Freedom is skipping swim instruction on a cold day.

Freedom is being happy to say, "thank-you", to your parents for your summer at Camp.

Freedom is watching a warm red sunset over a soft green horizon.

Freedom is riding on your Counsellor's shoulders.

Freedom is running and rolling in long grass at the top of a hill.

Freedom is life.

There is so much for each of us to enjoy in life. Let's live it to the fullest. There are too many people — sad people — in our world who have freedom, but who have no walls . . . hence they can't cope with this freedom. They are lost because there's nowhere to go! Let's have our place to go! Make your walls where you want them. Invest yourself in your life and make all your dreams of freedom a reality.

To My Campers Sleeping
I think of you, my guys,
At this late hour
Because part of you is me
And part of me is you.
I held your hands,
I talked with you,
I saw you smile .
And I saw you cry.
I know too that I will cry
The day you go.
Live long and happy lives, my guys,
Let peace and laughter,
And feelings and love
Rule your lives.
I feel for you.
I laugh with you.
And I love you.
And as I lean beside your bunk
To catch a small glimpse of me
I think, my guys, you're great,
You're fun . . . live well — and
please live free.

NOUVELLES DU QUEBEC

par Huguette L. Dagenais

*M. Yves Beauregard, le directeur-éducateur de l'A.C.O.O.C.A. a quitté le 1er février dernier. Son travail à l'association fut remarquable et remarqué. Merci Yves pour ton dévouement à la cause des camps du Québec.

*La deuxième tranche de l'octroi du Haut-Commissariat nous est enfin parvenu fin février. Et la troisième? . . .

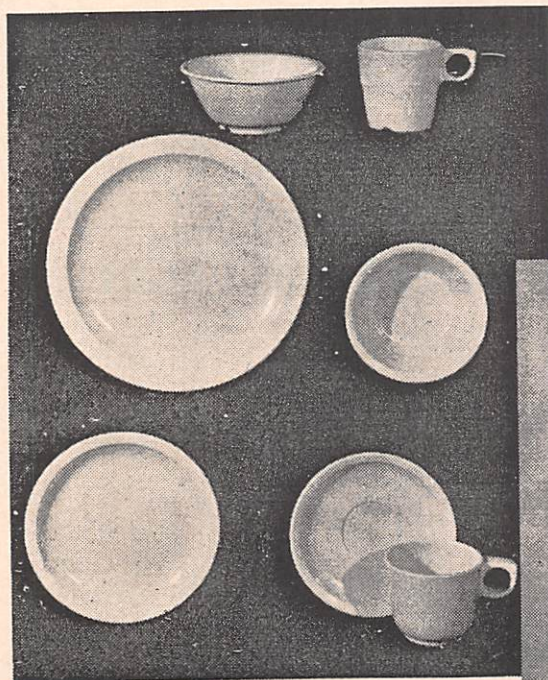
*Félicitations au Camp Ecole Trois Saumons qui fête cette année son 25e anniversaire. Bravo à M. l'abbé Raoul Cloutier son fondateur et à Mlle Lucie Samson et l'abbé Patrice Turcotte les deux co-directeurs actuels.



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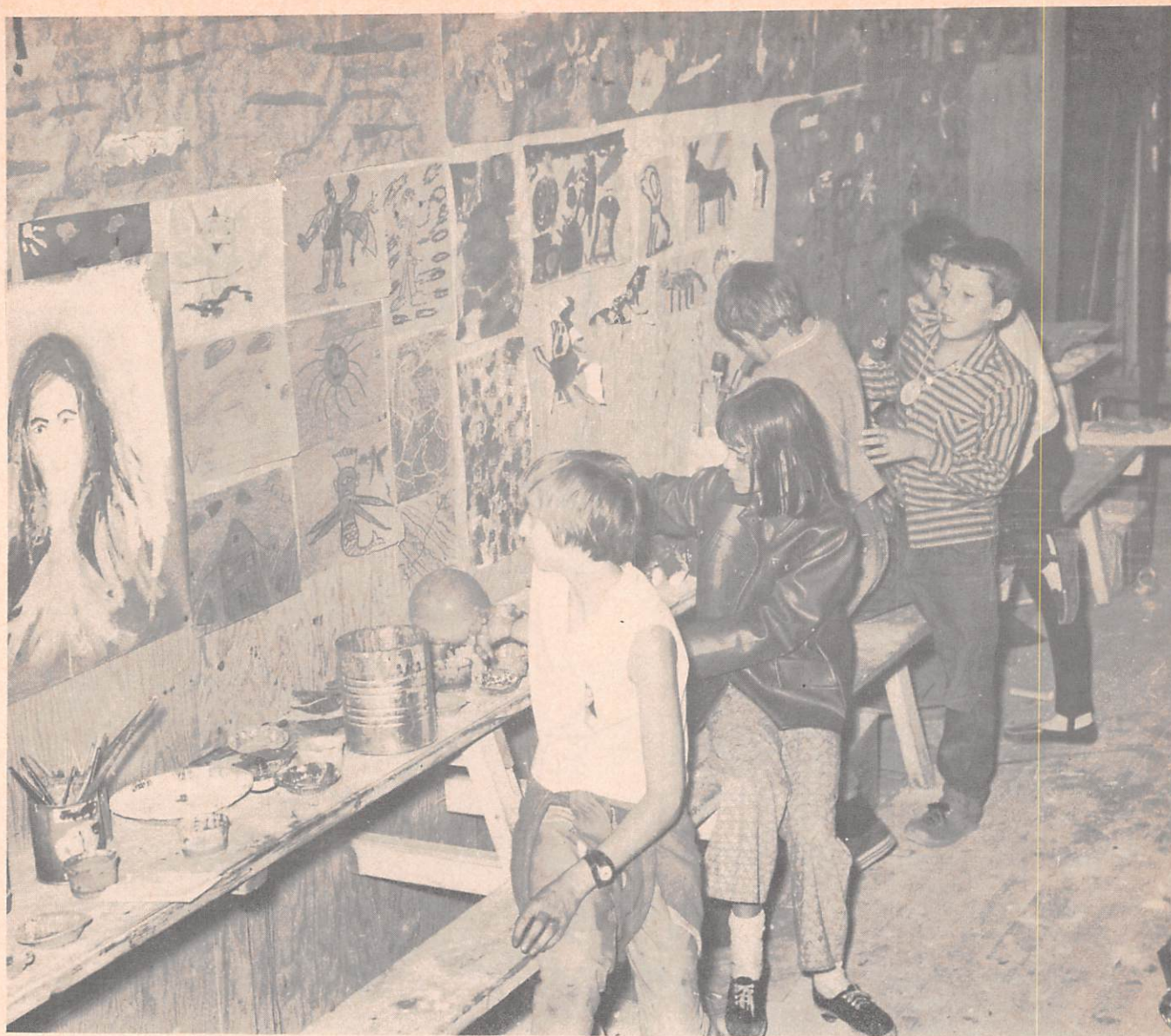
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Variations Sur Le Camp De Jour

Lionel Perras
Colonie de Vacances des Grèves

La formule de camp de jour qui d'année en année gagne la faveur des enfants et même des parents est proche parente avec celle du camp résident traditionnel.

Elle est née aux Etats-Unis en 1922.

Si une des caractéristiques principales du camp résident est de recevoir les enfants durant vingt-quatre heures par jour en internat de Plein Air, la principale caractéristique du camp de jour est d'ac-

cueiller les enfants en externat de Plein Air pour une durée de 7 à 10 heures par jour.

Comme son nom l'indique, le camp de jour est l'utilisation d'un site de camp car les mêmes enfants

qui y passent la journée, sous la direction de moniteurs et monitrices responsables et compétents et reviennent à la maison le soir.

Au début, certaines organisations ont utilisé les parcs de la périphérie des villes, depuis la tendance s'est accentuée vers des sites de camp.

Le but de cet article n'est pas de faire le procès du camp résident à l'avantage du camp de jour.

Le camp résident conserve encore sa valeur et sa nécessité.

Cette formule du camp de jour relativement nouvelle au Canada-français utilise en variations à peu de différence les mêmes caractéristiques que celles du camp résident.

Prenons la comparaison avec la musique.

Si en musique une variation est un procédé de composition qui consiste à employer un même thème en le transformant, en l'ornant, tout en le laissant reconnaissable, l'on peut dire que le camp de jour emploie une formule semblable à celle du camp résident en l'adaptant. Le camp de jour doit s'efforcer d'utiliser un personnel compétent et assez nombreux pour assurer la sécurité et le plaisir des enfants, un programme d'activités variées et centrées sur l'enfant et la Nature, des installations matérielles à sécurité maximale et un site de camp offrant de nombreuses possibilités de réalisation de programme parce qu'il est situé dans un milieu qui procure de véritables expériences de camp.

Le camp de jour s'apparente au camp résident par ses objectifs qui sont les mêmes:

- 1- Développer le goût du plein air, ainsi que les qualités et les techniques requises pour y vivre agréablement.
- 2- Adapter socialement l'enfant grâce à des expériences de groupe.
- 3- Encourager et fournir des occasions de participer à des expériences créatrices.

Enfin un même thème pour le camp de jour comme pour le camp résident que l'on peut reconnaître facilement c'est la valeur des membres qui composent le personnel: directeur, assistants en moniteurs et le sérieux d'un programme d'activités encore plus dans un camp de jour.

Afin de ne pas diminuer l'influence que doivent avoir les dirigeants sur les enfants parce qu'ils demeurent au camp moins longtemps, la compétence du personnel devra être la plus grande préoccupation des dirigeants.

Les moniteurs et monitrices devront avoir l'âge et la scolarité requis par des normes et posséder la maturité et les qualités d'éducateurs nécessaires pour diriger des groupes d'enfant, pour réaliser un programme d'activités entrées sur les enfants et le Plein Air et qui les sensibilisent aux valeurs du camp de vacances.

Le programme étant un moyen d'intéresser les enfants, il devra davantage respecter le rythme de vie des enfants au camp de jour. C'est le rôle des membres du personnel d'apprendre aux enfants la variété des activités dont ils pourront tirer le plus grand profit et de les aider à réaliser ces activités de façon à obtenir un maximum de développement et de satisfaction tout en ayant appris à se reposer et se détendre après un temps fort qui a exigé d'eux une dépense d'énergie considérable.

Avantages

Le camp de jour offre l'avantage d'accueillir plus d'enfants en même temps parce que le coût d'opération est moins élevé: aucune dépense de nourriture, d'équipement de cuisine; aucun hébergement d'enfants et de personnel.

Le camp de jour demeure une initiation à la vie de camp pour les enfants que ne sont pas prêts psychologiquement à quitter le milieu familial pour quelques semaines.

Le problème des enfants qui s'ennuient est très atténué par le fait qu'ils retournent dans leur foyer le soir.

Inconvénients

Cependant si cette formule fait réaliser des économies sur le budget aux postes d'alimentation et d'hébergement, il est plus coûteux au chapitre du transport quand celui-ci est à la charge du camp.

Le fait que les enfants reviennent à la maison à chaque soir diminue l'influence du camp et contribue à replonger les enfants dans les problèmes familiaux.

Il arrive qu'il y a moins d'assiduité dans les présences par le fait que les enfants viennent au camp volontairement et ils peuvent s'abstenir pour des raisons diverses.

Les enfants manquent des avantages des soirées.

En conclusion, même si le camp de jour est semblable au camp résident sur plusieurs plans, il n'en demeure pas moins évident que cette formule joue un rôle important dans plusieurs familles spécialement chez celles qui sont de milieux économiquement faibles.

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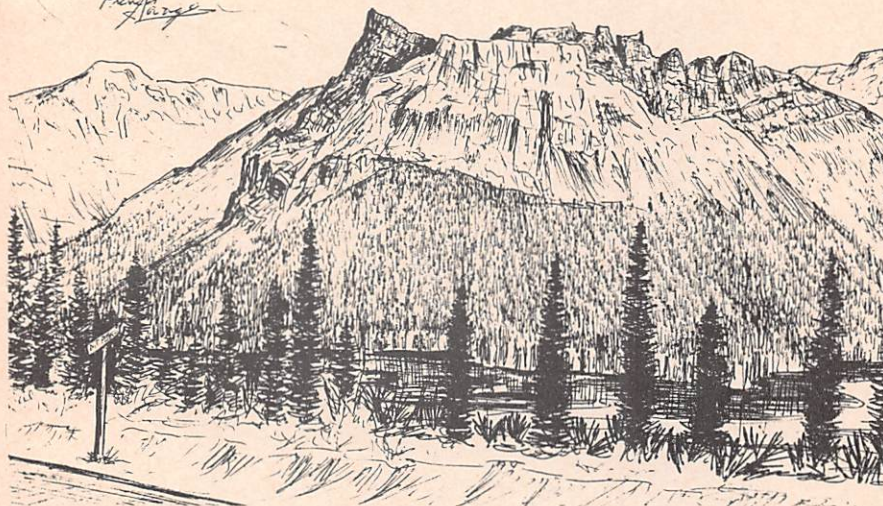
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Frontier Lodge, just off the David Thompson Highway, midway between Banff and Red Deer and within sight of the peak, is an outgrowth of Rev. Peskett's parish work with troubled youths. "Lou", as he was affectionately known, had a way with these wayward ones, understood their needs. It was with their help that he built the camp as a pioneer venture, cutting through virgin forest to realize his ambition. Many were the miracles he and his staff performed in the way of rehabilitation, through organized outdoor living, tripping and personal caring. A mountain peak, surely, is a fitting memorial to a man who could inspire such work with young people in difficulties.

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The Quest For Zest

by Professor Kirk A. W. Whipper

A small child with outstretched arms whirls and finds the world looming up and disappearing in blurred outlines;

a boy rolls over and over, down a hillside, obeying gravity;

a girl arcs to and fro to ever more daring heights on her rope swing;

children scream as their toboggan takes off to gain breathtaking speed as it accelerates down the long slope;

a group of boys swing on their long rope from a mound across a small gully, suddenly envisioned as a valley;

a skier weaves his swift way between the moguls on a steep hill;

a paddler takes a deep breath and holds his paddle firmly as his canoe sweeps to that dark arrow of water

before it breaks into foaming white;

the climber feels the moment of panic as he leans over the cliff's edge and the nylon rope stretches to take the strain;

the surfer tingles as the big wave snatches the board and carries it forward on its roaring wall of water.

In all of the experiences mentioned, the performer reaps a sudden sense of panic, a momentary release from the real world. Imagine a whirlpool and think of yourself caught in it and, for a moment at least, dominated and controlled by strange powers. That sensation is fundamental to the pursuit of vertigo or what the writer has entitled the quest for zest.

Turn now and consider the rest of the animal kingdom. The chamois for no apparent reason slides with reckless abandon down a glacier;

the otter zooms with glee down a wet muddy bank;

a beetle circles around and around with his neighbours on the water's surface;

a woodcock spirals high into the air at sundown and sweeps down again to repeat his performance;

and a species of ape finds a springy branch to catapult him to a higher level of a jungle tree.

Looking back into the dim reaches of time, one finds the Mexican voladores with vine clutched in feet and arms outstretched, swinging over cliffs like an eagle. In other ceremonies natives whirl like ecstatic dervishes to win the favours of their gods. Many other examples can be cited but the issue



to be delineated is what is common in all of these; namely the pursuit of vertigo, or quest for zest.

In studying man's search for gratification through zestful experience it cannot be denied that such a quest is significant. Attention to its implications becomes more important when it is recognized that it appears in less desirable forms than those shown above. Consequently, some description of the range of zestful experience sought by humans is useful. For example the quest for zest appears in activities involving swift, forward movement. Generally, this leads the participant to the use of machines, including racing cars, aircraft, motorcycles, powerboats, snowmobiles, midway rides and so forth. Unfortunately, intense use of such fruits of technology creates havoc with the natural environment and, in the long run, poses a threat to man's survival.

Carnival rides represent another point in the continuum of zest or vertigo experiences. Here the form and direction of the experience is predetermined. The rider has no need for skill and makes relatively little contribution to the course of

the event. His approach is largely one of passivity.

In identifying additional zest sources, one cannot escape identifying those which now are internalized on a very large scale; namely, alcohol, drugs and industrial or household products, such as glue, acetone and so forth. The important difference is that the desirable zest experiences are external, in that the instrument for gratification comes from outside the individual while the negative forms are internalized. Another very important characteristic is that positive zest pursuits demand a degree of resourcefulness, while those classified as negative can be experienced with passivity.

The whole series of description offered so far may be plotted as follows:

skiing
shooting rapids
mountain climbing
etc.
snowmobiling
auto racing
power boating
etc.
carnivals
midways

fairs
etc.
drugs
alcohol
glue
etc.

external
resourcefulness
temporary and
fleeting, has
definite terminal
point
internal
passivity
may consume and
enslave
individual

There is a most fascinating parallel to the above theory existent in living things other than man. Where this is revealed the survival of the species is seriously threatened when the participating creature indulges in the negative aspects of zest. Although it is tempting to describe these in detail, space does not allow for such a lengthy discussion.

The question being raised may now become clearer. The camping movement has a responsibility and opportunity in reference to man's quest for zest. It appears that man will not be dissuaded from that quest. The writer has accumulated

considerable opinion which suggests that with man's increasing confinement in the great crowded cities, his thirst for zestful experience has been accentuated. As he struggles to wrench himself free from enslavement to the machine age, it may well be that zestful experience becomes ever more important to him.

Unfortunately, positive, zestful experience is not readily available to large numbers of people, especially youth. For economic reasons, lack of accessible facilities, or through lack of enlightened leadership, such activity tends to be relatively rare. The alternatives, especially drugs and alcohol are on the other hand easy to find, and the incidence of their use is on the sharp increase. Although considerable research is required, the writer is convinced that a significant rise in zestful experience of the positive form, could very well waylay, arrest, replace or impede the less desirable patterns of the quest for zest.

In camping, then, a sharp increase in zest-producing activities may be a very significant contribution to the issue under discussion. Certainly, there are risks involved but these can be intelligently controlled without detracting appre-

ciably from the essence of a given experience in the category described.

There can be another very interesting outcome or by-product to 'zestful' activity. It may have been noted that almost all of the zest experiences in the 'most desirable' category involve the natural environment. Relating to the out-of-doors in a zestful way tends to build a special kind of rapport with that environment. The joy of daring, the extension of willingness to risk threshold, leaves the individual with a unique kind of respect for, and understanding of, the environment. Hopefully, this unique relationship cultivated between man and his environment would build an attitude of caring. When people care there is hope for the survival of both man and the planet upon which he must inevitably depend.

For camping, then, a further consideration of man's quest for zest is in order. Can our programmes be adjusted to accommodate the quest for zest? Can these be cultivated in such a way that man can relate to the natural environment wisely, without abusing it? Will intensification of opportunities for positive, zestful human experience displace the negative forms? It is worthy of our attention!

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The Centenary Journey Committee of the Canadian Camping Association is pleased to announce that the "Journal" which tells the story of the project is now available. It includes "their story" which relates the historical significance of each segment of the journey and "our story" of the experiences of Young Canadians in 1967. Maps are provided to show the route taken in Canada's hundredth birthday. The publication is available at the special price of \$1.50 plus 25c for mailing and handling from Canadian Camping Association, 102 Eglinton St. East, Suite 203, Toronto, Ontario.

* * *

ONCE THERE WAS A CAMPER
published by G. R. Welch Co. Ltd.
— \$1.75

This collection of rhymes, personally illustrated by the author, Miss Mary S. Edgar, will be of special interest to campers and former campers of Glen Bernard Camp. Miss Edgar writes about some of the amusing things that happen at camp often with not very amusing results. This short collection of verses is certainly the lighter side of Miss Edgar's writings with which all camping people are acquainted. Typical of the serious and unselfish side of Miss Edgar, she has donated all royalties from the sale of the book to the Canadian Camping Association in an effort to promote and improve children's camping in Canada.

J.P.

As soon as I bought Mary S. Edgar's little book of rhymes, I hurried off to a corner to read it. And I chuckled. (The illustrations are very funny too.) The incidents are so typical of camp and campers; and the turns of phrase are delightful. These rhymes are exactly right for camp-fire programmes. They are easy to read aloud, and I believe that with a very little effort, they

could be changed from the feminine to the masculine gender! Or perhaps the boys would prefer them as they are, for 'only girls could be so silly.' But all the time you realize that the silly things they do would be laughed at just as much by the perpetrators as by the others who had not been quite so stupid or innocent. And throughout the book, you are much aware that all campers, stupid, innocent, capable or clever are beloved by Mary Edgar.

M.G.

* * *

PLEASE TOUCH, A Guided Tour of the Human Potential Movement, Jane Howard; McGraw-Hill Book Co., Toronto, 1970, 271 pages.

ENCOUNTER, The Theory and Practice of Encounter Groups, Arthur Burton, Editor; Jossey-Bass Inc., San Francisco, 1969, 207 pages.

If all the talk about the techniques of sensitivity training has aroused your curiosity, you should read *PLEASE TOUCH* by Jane Howard.

She is a staff writer for *Life* and a first-class reporter. She describes virtually every type of encounter group based on hundreds of interviews and actual participation in 20 different groups — interracial, nude, marathon, "perpetual stew", and so on.

A chapter is devoted to each of the approaches and she includes the famous (or infamous) groups such as Synanon, T-groups and Esalen. However she sensibly discounts many of the more dramatic tales told of nudity, drug-use and sexuality.

The dangers to the personality involved in the activities of encounter groups is quite well covered. Miss Howard is careful to give both sides of the story. She points out that the long-term effects of these activities, both good and evil, are extremely difficult to assess and research has fallen far behind.

On one point both enthusiasts and critics agree. Too many people who have no qualifications are attempting group leadership. The potential for psychological damage in groups with unqualified leaders is great and so far there is no way to guard against it.

Readers will be surprised at the extent of sensitivity training groups. All of Europe, Japan and Australia have active groups. Some European winter ski tours complete with sensitivity training have already been advertised.

Readers who can make their way through the current psychological jargon may also be interested in *ENCOUNTER — Theory and Practice of Encounter Groups*, edited by Arthur Burton.

This is a collection of essays by leaders of the various encounter-group and sensitivity training movements. Each writer attempts to present the rationale and objectives of the technique he has developed. One thing comes out clearly. The group techniques that have become popular are often used without consideration of the objectives the group has.

Many educators are now re-evaluating sensitivity-groups as a training or counselling technique. They are concerned that it is so difficult to assess the competence of practitioners. Even special courses in group dynamics and fairly advanced training in psychology cannot be counted on to produce an effective group leader.

The objectives to be attained in a group and the time available may dictate the techniques used and these factors must also be effectively related to the objectives of the leader.

Not all trainees are willing to participate in sensitivity training and for some it may, indeed, be harmful. The individual who is already under stress, or the creative individualistic person who is not group-oriented may find the group experience meaningless or even damaging.

J.D.

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OUTDOOR COOKERY

Editor's Note: From the many recipes in the Cookbook entitled "Cookery for Kids, Kamp 'n Kicks" compiled by Helen E. Stewart, available from Alvie Publications, 240 Markland Drive, Apt. 510, Etobicoke at \$3.50 per copy.

FRANK CANOES

Slit hot dogs lengthwise, not quite through. Stuff with one of the following:

- 1) sliced green onions cooked in butter
- 2) cooked macaroni and cheese
- 3) cheese cubes
- 4) chopped celery, c h o p p e d onions and pickle
- 5) spaghetti in tomato sauce

Wrap filled canoes in double thickness of foil, sealing edges with a tight double fold. Heat on grill over medium fire, 6-8 minutes. Do *not* turn. Remove foil and serve in bread or warm buns.

BAR-B-Q-BEANS AND FRANKS

Divide 1 can pork and beans into 4 portions on 4 squared (12" x 12") foil. Top each with alternating ½" chunks of frankfurter and sweet pickle on a toothpick. Twist corners of foil together lightly. Barbecue over very hot fire about 10 minutes. Serve on plates right in foil.

SPOON CAKES IN CHOCOLATE SAUCE

- 1 cup brown sugar
- 4 tbslp. corn starch or ½ cup flour
- Dash of salt
- 3 cups water
- 1 1 cup (6 oz. pkg.) semi-sweet chocolate morsels
- 1 cup "Bisquick" or other prepared flour
- 2 tbslp. sugar
- ⅛ tsp. cinnamon
- 6 tbslp. milk

Combine brown sugar, corn starch and salt in a skillet and stir in the water gradually. Cook over low heat until it thickens. Then stir in the chocolate until the mixture is smooth. Meanwhile, make a spoon cake mix by combining the flour, sugar, cinnamon and milk, mixing them together lightly with a fork. When the chocolate sauce is bubbling gently over a slow fire, drop the spoon cake batter into the sauce, ½ tsp. at a time. Cook uncovered for 10 minutes, then cover tightly and cook 10 minutes more. Serve at once, with plenty of sauce.

CALIFORNIA SETTLER'S STEW

- 2 lb. hamburger
 - ½ cup chopped onions
 - 1 cup canned tomatoes
 - 1 green pepper, chopped
 - 6 cups water
 - 3 cups diced potatoes
 - Salt and pepper
 - 9 slices bread
- Shape hamburger into small balls. Heat onions, tomatoes, green pepper and water to boiling point. Add meat and simmer for 20 minutes. Add potatoes and seasonings and cook for 15 minutes or until potatoes are done. Serve on toast.

SQUAW CORN

- ½ lb. sliced bacon cut in 1-inch pieces
- 1 can whole kernel corn
- 8 eggs
- Dash of pepper

Fry the bacon until crisp and pour off the fat. Add the drained corn. When this begins to bubble, break in the eggs, one at a time. Add pepper. Stir gently until the eggs are scrambled and well set. For an added touch, place 3 or 4 slices of Process cheese on top; cover and set skillet in "warming oven" part of fireplace until cheese has melted. As a variation, fry a small chopped onion when frying the bacon; 1 tsp. chili powder may be added.

BEACH BOY BREAD

- 1½ cups prepared biscuit mix
- ½ cup sugar
- 1 egg, beaten
- 1 cup crushed pineapple
- ½ tsp. vanilla
- 2 tbslp. light brown sugar
- 2 tbslp. biscuit mix
- 1 tbslp. butter

Combine biscuit mix, sugar. In separate bowl, mix egg, pineapple, vanilla. Add to first mixture; stir until well blended. Spread in greased 8 x 8 x 2-inch pan. Blend last 3 ingredients with fork; sprinkle on cake. Bake in reflector oven until done. Serve warm.

HOT GINGERBREAD

Split gingerbread and fill centre with apple sauce. Wrap in foil and place on grill until hot.

TOASTED JAMWICHES

Split square of sponge cake and put together with a filling of tart jam. Wrap in foil and grill over fire about 10 minutes on either side.

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FERNA GRAHAM HALLIDAY

by June Labbett

Miss Ferna G. Halliday, founder of Camp Oconto for girls and its Director from 1925 to 1949, was one of the small group of men and women that founded the Ontario Camping Association in 1933. In the Archives of the Association she is referred to as "Halliday the colorful" — a very apt description for this physically tiny, but most remarkably woman. Basically quiet, she carried on her many good works in a very unobtrusive manner.

Born in Chesley, Ontario, she attended Queen's University where she led a most active life, was involved in many of the extra-curricular activities of the college and made many, many friends. She was close to most of these college friends throughout her life time and kept an active interest in the Queen's Alumnae. Amongst this group was the controversial Miss Charlotte Whitton of Ottawa and when these two ladies visited each other the conversation went on far into the night. Upon graduation in 1917 Miss Halliday went on to New York to study social work and from there to Montreal and a job with the Y.W.C.A. It was here that she re-

ceived her first real camping experience at "Oolawhan," the "Y" Camp north of Montreal. This whetted her appetite for camping and in 1922 she and Miss Mabel Jamieson started Camp Ouareau in the Laurentians. One of her favorite stories of this venture was opening day with the campers all in and ready to be shown to their tents when someone whispered in her ear that the beds, ordered weeks ahead, had not yet arrived! Undaunted, Miss Halliday announced she had a wonderful surprise for them — they were all going to sleep on the floor! The children loved this and soon the beds arrived and they settled in to more normal routine.

With Ontario her birthplace but Montreal her second home Miss Halliday decided she would like to locate approximately half-way between Toronto and Montreal and have campers from both areas. This resulted in the purchase of property on Eagle Lake, north of Kingston, and in 1925 Oconto opened for its first summer. Growth was slow and steady during the first fifteen years but the Second World War brought new interest and demand for girls camping and Oconto virtually doubled its size in a few years.

Many young British war guests were amongst the campers at Oconto during those years.

Upon her retirement from active camping in 1949 she wished to be close to her original home and purchased a summer cottage at Kin-cardine. She continued her outside interests, however, in her usual quiet manner and was very active on the Board of the Julia Green-shields Home in Toronto. Her interest in children never slackened and the door of her home was always open to visitors. It was normal routine for some neighbouring children to drop in at any time of the day to have a little "talk" with Miss Halliday.

During the latter 1960's her health began to fail and she was forced to curtail many of her outside activities but her home was still a busy place. In 1970 she suffered a severe heart attack which further weakened her and finally in October, 1970, she passed away quietly in hospital. She is survived by her niece and nephew, Barbara and Jack Halliday, whom she raised from their early childhood because of their father's early death. She will be remembered as a quiet, but very sincere person, who loved children and had an excellent rapport with all ages.

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Our First Seventy - Five Years of Camping

by Charles J. Plewman

It is hard for us to realize that there was a time when no girls went to camp. Older boys had been going to camp for twenty-five years before it had become the accepted thing for girls. All of this was a carry over from the Victorian era when it was considered a greater asset for a fragile girl to be able to swoon at the right moment than to stand on her own two feet. Young "ladies", so it was felt, should not soil their lily-white hands by roughing it in the out-of-doors. As a teen-age boy I would never have dreamed of my sisters going to camp.

It might also seem strange if camping today was limited to teen-age boys, yet that was exactly the case during the first twenty-five years of organized camping in Canada. "Cradle snatching!" is the exclamation that would have been made if you had taken a ten year old boy to an organized camp in the year 1910.

It should be said of course that there were good reasons for this practice. In those days it was a case of "roughing it". Camping was more of a wilderness type, minus buildings, doctors, or women in any capacity. In a word it was very much a rough and ready he-man affair with nary a skirt in sight. Unlike today's camps they were just not geared to serving younger boys.

Today in most instances it is the parents who persuade the boy to go to camp; not so in 1915. Then, in nine out of ten cases, it was the boy who persuaded his parents to let him go camping. That was my experience as a boy of thirteen when I went to camp in 1903. All of the boys that I took camping from 1910 to 1920 had also taken the initiative themselves.

Co-ed camps are quite the thing today, but boy's camps had existed years before the first co-ed camp was founded amidst much head shaking. I can still remember Holt

Guerney telling Taylor Statten back in 1923 that it would be a big mistake to start a girl's camp on the same lake as Camp Ahmek for boys particularly because he contemplated having some joint activities.

Camp directors played different roles then too. Early camps had "a star system", in which the camp director was the dominant figure in all activities. Today we believe in the combined efforts of the staff, whereas many early camps actually were built around the personality of the director! He was not adverse to playing to the gallery and in some extreme cases he became a stunt artist with a bag full of tricks.

Programs too have changed. In the early days life at camp was simpler and the variety of activities limited to the scope of the leadership. Today's camps minister to a much greater variety of interests. If the "Old Timer" has any reservations is could be that he wonders whether we have not lost the romance of living under a star-lit sky and the feeling that somehow we are a part of it all. Some camps seem to have gone "indoors" when they have get-togethers.

Great strides have also been made in improving the health and safety of campers. Standards, procedures, and trained leadership capable of carrying them out have been developed through the years. Today's camp is the softest and healthiest of them all . . . and the safest, but we all know that eternal vigilance is the price of safety.

Strange as it may seem it took over twenty-five years of organized camping to convince the general public of its value. Even as late as 1923 you could count the number of Travel Camps in Ontario on the fingers of one hand.

And so we reach the 1970's with camps flourishing but mankind must still strive to learn how to live together. Maybe this is one of the greatest challenges facing camps today.

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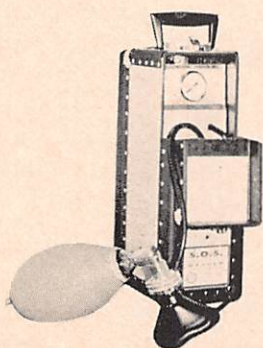
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CAMP ATLANTIC

When August 23rd arrived this year so did carloads of apprehensive campers to Camp Atlantic, the Nova Scotia Diabetic Camp in Pictou County.

The purpose of the camp was to help teach the kids to become independent and to show them that they can live and play normally like the other kids — which I think was accomplished. By the end of camp all the campers could inject their own insulin and knew how to care for the equipment.

Most of the campers had not been away from home before and so they were homesick, but most of them adjusted quite well. They were really enthusiastic about the activities such as canoeing, swim-

ming, music, campcraft, sports, and arts and crafts. Each camper participated in one Interest Group on land and on water, so, by the end of camp, they were proficient in some skills. They had the opportunity to express themselves through such activities as campcraft and arts and crafts. A large number of them finally realized and proved to themselves that they had the ability to swim and to paddle a canoe.

Program planning was difficult because there was such a great age span and so the camp was divided into Junior and Senior girls and Junior and Senior boys. The boys enjoyed many vigorous football games and the girls were content to play soccer-baseball or a game of volleyball. Everyone participated in a mock track and field meet, a scav-

enger hunt, and talent and skit nights along with other competitions. There were a few close games between the guys and the girls in soccer and baseball. However, the girls tried to prove their superiority during Women's Liberation Day but the boys only handed them some of the hard work!

We often closed the day with rip-roaring singsongs around the campfire of which we have very happy memories. The older girls even ventured to sleep out in tents away from the camp for one night while some of the other cabin groups slept out under the stars in camp.

A lot of time was taken serving the proportional individualized meals which proved to be a problem at times. Another difficulty which arose was the planning of the pro-

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gram around snack times and meals. Some of the activities had to be shortened because of this. The campers led very active days but fortunately there was a rest period after dinner so the counsellors could get their second wind!

Camp Atlantic would not have been the great success it was if it were not for Dr. Phil Bagnell and his nurse, Ann Johnson, who really understood and encouraged the kids in the activities. They helped the campers individually to cope with any problems they had. Also Valerie Aylward, the dietician, spent a lot of time in the kitchen serving their snacks and meals. She had many struggles with the boys when they went back for seconds.

Everyone at camp Atlantic gained a lot through their outdoor camping experiences and met others who shared a common disease. I certainly hope that this camp continues to run and be as worthwhile as it was this summer.

Allison Hagen
Counsellor

CAMP TIDNISH

From the entire urgent area of recreational need for handicapped children and adults, one aspect stands established and vividly demonstrated and that is camping! The Amherst Rotary Club has for the past thirty-three summers sponsored camps for underprivileged and handicapped children and adults from Nova Scotia and New Brunswick at Camp Tidnish. Since its rather humble beginning in 1937, Camp Tidnish has grown until at the

present it is considered to be a \$100,000 investment..

The purposes of the camp are five-fold: (1) to provide camping facilities for the handicapped child who can profit from the experience; (2) to enable the child to broaden his understanding and abilities in health aspects, recreational interests, socialization and understanding of people as well as the world of nature; (3) to support family relationships by providing a program outside the home which will permit the parent some freedom from the daily care of the child; (4) to extend public awareness and knowledge of mental and physical handicaps by demonstrating that these children can function and learn in a group situation; (5) to enable the child to enjoy camping activities in the proper environment.

The camping facilities consist of five main buildings. Three of these house the campers and are equipped with toilets, sinks and bathtubs. One building is used as an arts and crafts hall and one building houses the dining hall and hospital facilities. There is also an adequately equipped playground, a paved area (used by the wheelchair campers), an open field, and a beach/swimming area.

This year 178 campers attended Camp Tidnish, each for a two week session. Of these, 100 were physically handicapped and 78 were mentally retarded. The camps were divided into the two week sessions by age and handicap.

The objectives of the camp program did not differ greatly from

those of camp programs for the normal child. The immediate goals for each child depended upon the child's level of achievement at the time of entrance into the camp. A reasonable variety of activities were scheduled and spaced at periodic intervals during the camp sessions. Flexibility was a must in the schedule. The normal child can adjust to a camp schedule easily. At Tidnish, the schedule must be adjusted to the campers.

Some of the activities offered included archery, baseball, bowling, floor hockey, swimming and score orienteering. Each was adapted to suit the needs and abilities of the individual camper. One of the highlights of the camp was the "Special Olympics". Here the campers participated on teams in such events as foot races, wheelchair races, bowling, darts, cards, javelin throw, shot put, baseball throw, obstacle course for time, and Indian wrestling. Points were given for participation and winning. Individual winners received medals and the team members of the "best" (most points for winning and participation) team also received medals. Another highlight was a two-mile hike to a nearby trailer park for a day of picnicking, pony riding, swimming, games, rabbit feeding — and just plain lazing!

Arts and crafts activities were also a part of the daily programming and these varied from candle-making and leather work to painting contests.

Drama played a big rôle at Tid-

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nish this year with the sponsoring Rotarians brought in for an audience. Mass participation was a key in each play. The campers put a lot of effort into this activity and were both pleased and excited about their opening nights.

How well the children and adults enjoyed the camp was always apparent at the end of each camp session. Many tears flowed because the campers wanted to spend more of the summer camping. They looked forward eagerly to the camp all year and two weeks went by too fast for most of them!

It is hoped that more camps such as Tidnish will develop in the Nova Scotia area to give more of the handicapped a chance to attend. The number of handicapped persons in our province is astounding — and they all deserve a chance to do the normal thing — like go to a summer camp! When given the chance to do "normal" things, how nearly "normal" can a handicapped individual become?

Carolyn Jack
Director, 1970

WESTMOUNT DAY CAMP

The Westmount Day Camp for handicapped children sponsored by the Halifax Recreation and Playground Commission completed its

twelfth season of operation this year. Because the facilities at Flinn Park were no longer available, the camp moved its operation to Westmount School. Here we had the use of the gymnasium and a playground adjacent to the school. A wading pool, playing field, and a large paved area were very useful to the program. Towards the end of the summer, the camp moved to Larry O'Connell playground where we were stationed in the playground building. The facility was smaller than at Westmount but it was much closer to a day camp program.

There were two camps, one for the trainable retarded and the other for the physically handicapped, each lasting 4½ and 3½ weeks respectively. Altogether there were approximately 45 retarded and 30 physically handicapped children. Each child had at least two weeks at the camp and most of them had three weeks. The camp handled 25-30 children each week.

Our program consisted of arts and crafts, music, minor games, and the use of the playground facilities (wading pool, tennis courts, slides, swings) and field trips. These included swimming sessions at Centennial Pool (once a week), visits to the Bedford Institute of Oceanography, Citadel Hill, Public Gar-

dens, Point Pleasant Park and York Redoubt where we had a wiener roasts.

We were very fortunate in having some feedback from the campers in last year's program who criticized it because it did not meet the needs and interests of the older children. To help us do this, there were three junior leaders who attended Ardmore School. They were very useful and helpful in achieving the objectives of the program. The staff also included two high school volunteers, and six paid staff, one of whom was handicapped. With such a large staff the program was much more personal. In addition there were a couple of volunteer drivers who made the day longer for the whole camp.

Because of the physical set-up of the camp we were integrated with non-handicapped children on the playground. This was especially true at the Larry O'Connell playground where we were situated right on the playground. It was a new experience for both the handicapped and the non-handicapped children and I am sure that both groups learned a lot from the experience.

Mrs. Ginny Baker
Director, 1970

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Canadian Camping Association—New National Office

Following a meeting of the National Executive decisions have been made to implement the following course of action:

1) The National office will be gradually brought into full operation in Toronto under the supervision of John Latimer, the President-Elect. This will begin in January, 1971.

This step is taken after meetings with the Fitness and Amateur Sport Consultant Mr. Cor Westland, the Ontario Camping Association Executive, and the head of the Administrative Centre in Ottawa. It was felt strongly that the establishment of a National Office in Ottawa would be of no benefit to C.C.A. Services of the Ottawa Administrative Centre would be very minimal

but will be used for translation services.

2) The Ontario Camping Association has offered us the following: Accommodation in the O.C.A. office with rent set at \$45.00 per month. (This means space to locate our desk, filing cabinets, etc.)

Use of a typewriter, duplicating machine, collator, folding and addressing equipment owned by O.C.A.

Use of the Board Room for Executive, Committee or Editorial meetings.

O.C.A. would make available normal office supplies, duplicating paper, stencils, etc. at cost required.

John Latimer as the new Presi-

dent would be able to keep a close check on the office each day and pick up mail, etc. He would arrange for a typist to do C.C.A. work as required on an hourly basis.

Telephone service, if and when necessary, would be a private line for C.C.A.

3. Available from the Administrative Centre — translation services, consultation services on legislation and government matters.

4. Project Grants are still available to C.C.A. but little is available for administrative Grant to operate office anywhere whether Toronto or Ottawa. With the offer of O.C.A., C.C.A. will be able to operate from its own income.

David, Hartry, President
December 14, 1970

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Miss Smith said "Calm Down" just like you say, Mommy. And then we went to the Dentist in town. My tooth was broken and had to come out. I can't eat any of the peanut brittle you sent; it was yellow anyway.

Miss Smith says "Don't forget to tell your parents that the camp has **Camp-Guard** and **Camp-Guard** will take care of the Dentist's bills."

So that's what I'm doing at camp. I don't like Suzie again because my mouth is still sore.

Love Janie

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